



Montana Department of LABOR & INDUSTRY

1
2 **Division: Workforce Services Division**

3 **Category: Programs**

4 **Effective Date: 04/12/2017**

5 **Last Revised: 10/01/2019**

6 **Policy No.: 03-17**

7 **Jobs for Montana's Graduates (JMG) Policy**

8 **Background:** Jobs for America's Graduates (JAG) is a cost-effective school-to-career, dropout
9 prevention, and/or dropout recovery solution to serve young people who are at greatest risk of not graduating or
10 completing a High School Equivalency Test (HiSET); pursuing a postsecondary education; and/or securing a
11 quality entry-level job that leads to career advancement opportunities.

12 Since 1980, Jobs for America's Graduates (JAG) state organizations and local affiliates have served over one
13 million young people with major barriers to success. Historically, JAG is the largest national demonstration of a
14 school-based model for at-risk and disadvantaged youth leading to a high school diploma or HiSET, employment
15 and/or postsecondary education; and eventually, to a career. The JAG model's emphasis on employment or
16 employability prepares young people to be contributing citizens to society.

17 Jobs for Montana's Graduates (JMG) is affiliated with the JAG program. JMG offers a student-focused class in
18 school or in the community, giving students an opportunity to develop and explore topics and interests; respect
19 class rules and expectations; and take the lead on project development, planning, preparation, coordination,
20 and reflection. JMG is the only place for many Montana students to experience a level playing field or establish
21 common ground with students outside their socio-economic, demographic, or cultural group.

22 JMG was created in April 1990 to assist Montana students to stay in school, graduate and successfully
23 transition from school to work. The program is sponsored jointly by the Governor's Office, the Workforce
24 Innovation and Opportunity Act (WIOA), and the Office of Public Instruction. It is administered by Montana
25 Department of Labor and Industry's (MDLI) Workforce Services Division (WSD). The Montana State Workforce
26 Innovation Board (SWIB) Education and Training Committee provides program over-site and participates in on-
27 going development of JMG.

28 **Scope:** This policy applies to Career Specialists, the JMG State Director, JMG Program Managers, and
29 WSD fiscal officers. This policy is effective October 1, 2019.

30 **Policy:**

31 **Affiliation of Accredited Programs:**

- 32 • JAG-accredited programs will be operated according to acceptable MDLI management practices and will
33 recruit and develop state and local staff capable of implementing the JAG Model program.
- 34 • A strategic plan that includes stakeholders and determines the direction of the statewide organization
35 will be created and will include:
 - 36 ○ The program's annual plan;
 - 37 ○ Management plan;
 - 38 ○ Staff development plan;
 - 39 ○ Business marketing and job development plan; and

- 40 ○ Technology plan.
- 41 ● Program recognition and visibility are crucial to achieving a shared vision and accomplishing the goals
- 42 of the JAG Model. Press releases about program activities and outstanding individual accomplishments
- 43 will be placed in the newspapers and on radio, internet, television, and other appropriate media outlets.

44 Events and Conferences:

- 45 ● JMG hosts two annual conferences:
 - 46 ○ IGNITE Montana, hosted in April
 - 47 ○ LEADERSHIP, hosted in October
- 48 ● JMG professional development
 - 49 ○ Winter Training, held in February
 - 50 ○ Summer Training, held in August
- 51 ● Site Verification Visits
 - 52 ○ Fall, occur in October
 - 53 ○ Spring, occur in May

54 JAG Program Requirements and Expected Outcomes:

- 55 ● The JMG program will adhere to the JAG Model requirements in developing the JMG state program and
- 56 will meet expected outcomes. The JAG Model program components are:
 - 57 ○ Oversight Board
 - 58 ■ Establish an oversight board with members who are key leaders in business,
 - 59 government, education, labor, and the community and are committed and willing to
 - 60 accept personal responsibility for the success of the JAG model. The oversight board will
 - 61 hold staff JMG staff accountable for the performance outcomes of the program.
 - 62 ○ Program Management
 - 63 ■ The integrity, support, and positive outcomes of the JAG Model rely heavily on the quality
 - 64 and professionalism that each program manager provides to the program. Program
 - 65 managers are responsible for the performance management by analyzing results and
 - 66 how the results were attained.
 - 67 ○ Program Staff
 - 68 ■ Career Specialists who are willing and capable of implementing the JAG Model for a fully
 - 69 accredited JMG program.
 - 70 ○ Student Selection
 - 71 ■ Students who would benefit from the JMG Program are selected by a school advisory
 - 72 board made up of school administrative staff, counselors, and Career Specialists.
 - 73 ○ Student Load
 - 74 ■ Barriers, student grades, TABE, and maturity levels, availability and commitment level of
 - 75 the Career Specialist, funding sources, and other local factors will be considered when
 - 76 determining the size of a JMG program. The minimum class size is six (6) students.
 - 77 ○ Professional Association
 - 78 ■ Each JMG program will have a student-led organization called the Montana Career
 - 79 Association (MCA). The MCA is the framework in which the competencies of the JAG
 - 80 Model are delivered.
 - 81 ○ Competency Attainment
 - 82 ■ In the high-school model, Career Specialists are responsible for supporting students to
 - 83 obtain a high school diploma or a HiSET; creating an Individual Employment Plan; and
 - 84 exposing students to the workforce through community service, job shadows, and
 - 85 business visits.
 - 86 ■ In the middle school model, Career Specialists are responsible for providing students'
 - 87 exposure to the workforce through community service, job shadows and business visits.

- 88 The more knowledge students have of the world of work and of themselves, the more
89 accurate the realistic their occupational decisions will be.
- 90 ○ Business Marketing and Job Development
 - 91 ▪ Business marketing and job development are necessary to encourage businesses to
92 hire JMG students for quality jobs. Additionally, community outreach promotes
93 awareness and demonstrates the effectiveness of JMG.
 - 94 ○ Follow-Up
 - 95 ▪ Follow-Up is a continuation of the relationship between the Career Specialist and the
96 students who are experiencing a significant transition – from middle school to high
97 school or from high school to careers.
 - 98 ○ Data System
 - 99 ▪ Career Specialists will participate in data collection through eNDMS to meet
100 performance standard and expectations. Data will be used to determine compliance,
101 quality assurance, and program improvements.
 - 102 ● JAG measures the outcomes by utilizing the following five (5) measurements:
 - 103 ○ Graduation Rate: the percentage of seniors (12th grade) who successfully completed high
104 school.
 - 105 ○ Job Placement Rate: the percentage of seniors (12th grade) who became successfully employed
106 in a job or joined the military.
 - 107 ○ Total Positive Outcomes Rate: The percentage of seniors (12th grade) who enrolled in
108 postsecondary training and/or education; became successfully employed; or join the military (or
109 any combination thereof.)
 - 110 ○ Total Full-Time Job Rate: The percentage of seniors (12th grade) who became successfully
111 employed for more than 32 hours per week.
 - 112 ○ Total Full-Time Placement Rates: The percentage of seniors (12th grade) whose status is full-
113 time in postsecondary training and/or education; employment and/or the military; or any
114 combination thereof.
 - 115 ● JAG Performance Standards:
 - 116 ○ Contact Hours:
 - 117 ▪ The target number: 120 hours per student in the high school model and between 40
118 and 120 hours for the middle school model, depending on the length of the program.
 - 119 ○ Linkages to Services:
 - 120 ▪ When students have identified barriers, the Career Specialist must assist with the
121 removal of as many barriers as possible.
 - 122 ○ Professional Development:
 - 123 ▪ Career Specialists, JMG state staff and partners are required to participate in and
124 contribute to the improvement and growth of JMG. Two times per year, JMG hosts
125 training events; and at other times throughout the year, Career Specialists and partners
126 have opportunities to participate in JMG-sponsored events.
 - 127 ○ Mentoring, Advising, Support, and Role Modeling:
 - 128 ▪ Career Specialists are the JMG students' role models. It is imperative that Career
129 Specialists model professional, appropriate, and engaging behavior in a healthy manner.
 - 130 ○ Positive Outcomes:
 - 131 ▪ Positive outcomes are determined by the Career Specialists attention to the data
132 system. Reports will be generated and reviewed to determine the performance of JMG
133 programs.
 - 134 ○ Follow-Up Services:
 - 135 ▪ Because Career Specialists are often the only or the significant, career role model in
136 students' lives, continuing that relationship while the student is in an important
137 transition is an essential part of JMG.
 - 138 ○ Competency Instruction:

- 139 ▪ Teaching employability skills in the JMG program requires lessons that incorporate
- 140 competencies identified in the JAG and JMG curricula. All activities in the JMG program
- 141 need to be directly related to the competencies and follow the JAG program model.
- 142 ○ Cost Per Student:
- 143 ▪ JMG is required to document and demonstrate that the program is an effective use of
- 144 taxpayers' money.

145 **Contracts:**

- 146 • JMG sub-contracts with schools or communities to deliver the components of the JAG Model.
- 147 • When a school is approved as a site for the JMG program, a memorandum of agreement (MOA) will be
- 148 initiated by the State JMG Program Director and delivered to the Program Administrator.
- 149 • The high school MOA will state:
 - 150 ○ JMG will provide program training manuals, curriculum, professional development, technical
 - 151 assistance, and access to the national data system;
 - 152 ○ The school will employ a Career Specialist who takes personal responsibility for JMG students
 - 153 who need assistance in completing an educational program or securing and holding a job;
 - 154 ○ The school will implement the JMG program requirements using provided curriculum, resources,
 - 155 and tools for grades nine through twelve; consisting of 37 core competencies that focus on
 - 156 leadership, self-development, healthy lifestyles, basic communication skills, career
 - 157 development, job attainment, and job survival;
 - 158 ○ The school will have a minimum of six (6) students in a JMG class;
 - 159 ○ The school will participate in JMG-sponsored professional development opportunities;
 - 160 ○ The school will promote and support student attendance at annual conferences;
 - 161 ○ The school will participate in two monitoring visits throughout the school year; and
 - 162 ○ The school is responsible for recording and monitoring data entered into eNDMS on a monthly
 - 163 basis.
- 164 • The middle school MOA will state:
 - 165 ○ JMG will provide program training manuals, curriculum, professional development, technical
 - 166 assistance, and access to the national data system;
 - 167 ○ The school will employ a Career Specialist who takes personal responsibility for JMG students
 - 168 who need further assistance in completing an educational program or securing and holding a
 - 169 job;
 - 170 ○ The school will implement the JMG program requirements using provided curriculum, resources
 - 171 and tools for grades seven and eight, consisting of 13 core competencies that focus on
 - 172 leadership, self-development, healthy lifestyles, basic communication skills, career
 - 173 development, job attainment, and job survival;
 - 174 ○ The school will have a minimum of six (6) students in a JMG class;
 - 175 ○ The school will participate in JMG-sponsored professional development opportunities; and
 - 176 ○ The school is responsible for recording and monitoring data entered into eNDMS on a monthly
 - 177 basis.

178 **Barrier Tracking:**

- 179 • Career Specialists will track barriers through the collection of information provided by Student Profiles.
- 180 As competencies are covered and services are delivered, JMG students can overcome barriers and have
- 181 them removed from their profile.
- 182 • The Individual Development Plan may address client barriers and the plan to remove the barriers.

183 **Follow-Up:**

- 184 • Follow-Up contact is required after 8th grade students transition into their first year of high school and
- 185 after 12th grade students complete their year in JMG. Continuous tracking of JMG students in follow-up

186 is required for a 12-month period after the completion of the school year, whether a client is a graduate
187 or non-graduate.

188 **Workforce Innovation and Opportunity Act (WIOA) Youth Program:**

- 189 • To provide Career Specialists and JMG students with linkages to services in Montana’s communities,
190 JMG has a strategic partnership with the WIOA Youth Program.
- 191 • The WIOA Youth vision involves an integrated youth service-delivery system, including career exploration
192 and guidance; continued support for educational achievement; opportunities for skills training in in-
193 demand industries and occupations, such as pre-apprenticeships or internships; and culminating with a
194 good job along a career pathway; enrollment in postsecondary education; or a registered
195 apprenticeship.
- 196 • WIOA youth providers may work with students to provide supportive services detailed in the
197 [Supportive Services Policy](#).

198 **Program Evaluation:**

- 199 • The JMG program will participate in the JAG accreditation reviews. JAG will schedule the visit with the
200 JMG State Director, the point of contact for all JAG accreditation information.
- 201 • JMG Program Managers conduct two site visits of each school in their assigned regions. The JAG
202 standards are a guide to measure performance. Program Managers will identify program strengths and
203 challenges and recommend corrective action or recognition.
- 204 • If a JMG program does not meet the minimum data requirements, steps will be taken to support
205 compliance; or the option to remove the JMG program from the school may be considered.

206 **References:**

- 207 • JAG.org
- 208 • jmg.mt.gov